

Crosspool Community Pre-School

Inspection report for early years provision

Unique reference number 300933
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Inspector Carmen Markham

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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Description of the setting

Crosspool Community Pre-School opened in 2000. It operates from Lydgate Infant School in the Crosspool area of Sheffield. The setting is registered on the Early Years Register and is managed by a parent committee. Children are accommodated in a classroom and there are fully enclosed areas available for outdoor play. This includes a garden and a wild area. A maximum of 20 children may attend at any one time. The pre-school opens every weekday during term time; sessions are from 08.55 to 11.25 and 12.35 to 15.05. There are currently 68 children aged from three to under five years on roll; of these, 66 children receive funding for nursery education. The nursery supports children with special educational needs and those who speak English as an additional language. The pre-school employs 10 staff to work directly with the children. Most work on a part-time basis but the manager is employed full-time. Nine staff (including one who has qualified teacher status) have an appropriate early years qualification and one member of staff is working towards this. The group is a member of the Pre-School Learning Alliance and has almost completed the local quality assurance scheme, the Sheffield Quality Kitemark, to Gold Standard.

Overall effectiveness of the early years provision

This is a good provision with some outstanding features. The quality of learning is good and children enjoy their time in this setting where they are confident, happy and safe. Children's progress is monitored well and their needs are met effectively, regardless of gender, ethnicity and previous learning experience. However, there are limited opportunities for learning out of doors and children do not have enough access to computers to practise some of the basic skills they are learning. Welfare provision and the personal development of children are both outstanding. They have benefited well from the development of the key worker role that has ensured the development of very inclusive practice. The setting is well led and managed and has developed its provision effectively to meet new regulations introduced since the last inspection.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- pursue all possible and practical ways of providing more high quality outdoor learning opportunities for children that meets their age related needs
- increase the use of information and communication technology to support the development of children's basic skills identified in the Early Years Foundation Stage framework.

The leadership and management of the early years provision

The leadership and management of this Early Years Provision is good overall and has significant strengths in relation to the safeguarding of children and the quality of its work with parents and the mainstream school that it serves; in particular the teachers of the four Reception classes. This ensures that there is good continuity between the two provisions. The provision leader has a strong vision for children who receive the best care and quality learning experiences in this setting. This vision is shared very effectively with staff and parents. The leadership team comprises of a manager, deputy manager/administration officer and member of staff with responsibility for children with a variety of additional learning needs but all staff work as a team. Staff have clear roles, are well organised and very well qualified. They undertake regular additional training and share high expectations and expertise. Together they strive for a happy and harmonious provision where there is a very strong focus on the development of children's independence and the learning of new skills. The recent introduction of the Early Years Foundation Stage framework has been embraced by the staff and has enabled them to closely monitor the progress of pupils through the excellent development of the key worker role; a role that is much valued by parents who feel that they are kept very well informed of their child's progress. All staff regularly evaluate the quality of the provision. They know its strengths and weaknesses well and have produced an accurate and honest, though incomplete, assessment of the provision. The leadership and management team work closely and effectively with the local authority to improve provision. All safeguarding procedures meet requirements and pupils are very well cared for in this inclusive provision. Needs are quickly identified and strategies are put in place to ensure all children derive maximum benefit from the educational program.

The quality and standards of the early years provision

Evidence from the children's development records show that they make good progress and achieve at least as well, and often better than, children of a similar age. Staff provide a rich, creative environment with a focus on learning through enjoyment and independent activities. Planning is thorough and weekly planning includes reference to specific pupils who will be a focus for observation or support by their key worker. Good quality resources are easily accessible to children and help to develop their independence. The more able children are challenged to use their initiative and they too make good progress. Staff talk to the children and use well developed questioning techniques to develop good speaking and listening skills. Numeracy and literacy, including phonics, are an important part of the curriculum. However, all areas of learning are developed well with children always having access to books, sand, water, art, craft, role play and musical instruments. The beginning and end of the sessions are used well to set the scene for the session, to talk about new things learnt and to share news, experiences, stories and songs. The curriculum makes an outstanding contribution to the personal and social development of children Their behaviour is excellent; they are kind and considerate of others, feel confident and safe, choose healthy snacks, contribute to fund raising and participate in decision making for the class community. However,

children's achievement and enjoyment of learning is restricted because they have limited access to computers to practice their emerging skills in writing and number work and the outdoor area is not well suited to their needs.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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